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ABSTRACT

Although this updates an earlier bibliography developed by Helen Suchara, the new material is so extensive that it can be regarded as essentially a new publication. The 140 entries are divided into the following sections: 1) school-college cooperation in developing programs (30 entries); 2) school-college cooperation in administering programs (24 entries); 3) school-college cooperation in servicing programs; supervising, analyzing, and assessing (17 entries); 4) features within school-college relationships that contribute to cooperative endeavors: team arrangements (9 entries), internship (19 entries), supervisory aspects (13 entries), specialized and differentiated arrangements (17 entries), and other supporting arrangements (11 entries). Related document SP 004 752 is a monograph on the same subject and also incorporates this bibliography. (MBM)

ED048122

SCHOOL-COLLEGE RELATIONS IN PREPARING SCHOOL PERSONNEL: A BIBLIOGRAPHY

by
Chandler Barbour

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Updated from Helen Suchara's Cooperative Teacher Education: School-College Relations in Preparing School Personnel

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Preface

New alignments in preservice and inservice school personnel are commonplace today. The discrete divisions between college, state education department, and local school district have given way to overlapping and cooperative roles and responsibilities. A major challenge is to capitalize on unique capabilities and resources while avoiding needless repetition and competition. Put another way, all concerned with school personnel preparation must attain the promise of school-college collaboration and avoid problems.

Barbour updated an earlier Clearinghouse bibliography developed by Helen Suchara. The update is so comprehensive, however, that this bibliography is essentially a new one.

The publication of bibliographies and monographs is only one of the Clearinghouse's activities. Its main function is to provide a centralized source for acquiring, abstracting, indexing, and disseminating information rapidly and inexpensively. It is part of a system which provides microfiche and hardcopy (reduced but readable to the naked eye) of many documents not otherwise available. The Clearinghouse also publishes *ERIC News Plus*, a monthly bibliographic guide to current documents selected for their importance to teacher education, and bi-monthly newsletter, *ERIC News*. These newsletters are provided on a complimentary basis.

The tasks of teachers and their trainers are of such magnitude that diversified teamwork is needed. Preparing to instruct children and youth is a lifetime task. No institution, agency, organization, or enterprise can do an adequate job without others. Hopefully, this publication will stimulate continued study and action to attain unity with diversity, strengths, and vitality in school-college relationships.

Joel L. Burdin
Director

February 1971

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School-College Relations in Preparing School Personnel: A Bibliography

by Chandler Barbour

I. SCHOOL-COLLEGE COOPERATION IN DEVELOPING PROGRAMS

American Association of Colleges for Teacher Education, Committee on Studies. Cooperative Structures in School College Relationships for Teacher Education. Report No. 2 from the Subcommittee on School-College Relationships in Teacher Education. Washington, D.C.: the Association, 1965.

This is the second in a series of reports by the AACTE Subcommittee on School/College Relationships. Four models of such ventures are described and include a model of a cooperative resource demonstration center, an affiliated school model, a teaching center model, and a student teaching council model.

Andrews, L. O. "Curriculum To Produce Career Teachers for the 1980's," Theory into Practice, 6:236-45; December 1967.

The author points out the inadequacies of what may be called "traditional" teacher education programs. In calling for a radical revision of teacher education programs, the structure of a partnership arrangement is clearly delineated including the use of "clinical professors" and internship programs.

Bennie, William A. Cooperation for Better Student Teaching. Minneapolis: Burgess Publishing Co., 1966.

The author characterizes student teaching as a joint responsibility of public schools and teacher education institutions. He describes typical programs of student teaching, some general principles involving the agencies working on these, issues yet to be resolved in teaching education, and ways of resolving the issues.

Bradley, R. C. "Improving Student Teaching Experience," Contemporary Education, 40:39-47; October 1968.

The author discusses a cooperative teacher education concept which presents in detail the responsibilities of the principal, the cooperating teacher, and the college coordinator. Finally, the idea is presented that only such a cooperative endeavor in the task of preparing teachers can meet the needs of tomorrow's schools.

Cartwright, William H. "The Teacher in 2065," Teachers College Record, 66:295-304; January 1965.

One hundred years hence, partnership--cooperative planning between schools, colleges and universities for teacher education--will be standard practice.

Clothier, Grant, and James Swick. Cooperation: A Key to Urban Teacher Education. Kansas City: Mid-Continent Regional Educational Laboratory, June 1969.
ED 032 255. EDRS Price: MF-$0.65; HC-$3.29.

The Laboratory's Cooperative Urban Teacher Education Program (CUTE) involves 23 colleges and six school systems in an attempt to develop a practical plan for cooperation in preparing teachers for inner city classrooms. The Lab serves mainly as a catalyst in synthesizing and promoting ideas. A five-stage plan provides both a structure for the cooperative solution to problems and a set of guidelines for interaction. Unique items included are evaluative comments from participating personnel and some guidelines for organizing a cooperative program.

Collins, James F. "The Teacher Education Center Concept: A Unifying Approach to Teacher Education," Educational Leadership, 27:544-47; March 1970.

The author discusses the teacher education center concept as a means of establishing a new kind of joint sovereignty for teacher education shared by colleges, state departments of education, public schools, and professional organizations. The center is explained as a vehicle where personnel focus on the study of teaching and learning while becoming more effective teachers and teachers of teachers.

Denemark, George W. "Urban Schools: Challenge to the Urban University," National Elementary Principal, 46:30-34; February 1967.

The author discusses urban university involvement in all aspects of urban school problems. Included is a proposal for cooperative ventures in the development of teacher education programs.

Elam, Stanley, ed. Improving Teacher Education in the United States. Report of a Symposium sponsored jointly by Phi Delta Kappa International, Stanford University, and the Stanford University Chapter of Phi Delta Kappa. Bloomington, Ind.: Phi Delta Kappa, 1967.

The book contains the major symposium papers along with discussions of each. The last four chapters by Cogan, Barnes, Stone, and Davies are particularly germane to the topic of school-college relationships.

Emmet, Robert. "School Practice Reappraised; Towards a Closer Partnership," Times Education Supplement, 2621:266; August 1965.

The head of the Education Department of Whitelands College, London, presents a brief proposal. The article deals with the schemes which have especial reference to "teaching practice" and the use of schools. He presents a case for a new scheme which would necessitate rethinking the whole of the student/school/tutor/teacher relationship.

Fuchs, Grover A. "Pitfalls in an Expanding Program," Texas Outlook, 46:22-24; March 1962.

Pitfalls to avoid as cooperative teacher education programs develop are discussed. Adequate communication is found to be the key to the college-school relationship. It is suggested that college supervisors have a free hand in recommending student teacher assignments.

Haubrich, Vernon. "The Culturally Different: New Context for Teacher Education," Journal of Teacher Education, 14:163-67; June 1963.

A volunteer teacher education program at Hunter College designed to prepare teachers for "difficult" schools was initiated in January 1960. The planning procedures of the public school and college personnel are presented.

---. "Design and Default in Teacher Education." Occasional Paper Two, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, March 1968.
ED 026 336. EDRS Price: MF-$0.65; HC-$3.29.

This eloquent statement indicates the rigidity and beaucratic nature of the educational system. In order for productive change to come about the author sees close relations between the college and school as necessary. He notes that school and college personnel must meet in a situation context, reeducate long term school directors, look to vertical contexts for professional development, and diagnose school difficulties as the beginning point of courses.

Heidelbach, Ruth, and Margaret Lindsey. Annotated Bibliography on Laboratory Experiences and Related Activities in the Professional Education of Teachers. July 1966-June 1967. Washington, D.C.: Association of Student Teaching, 1968.

One section of this comprehensive bibliography relates closely to the topic of School-College Cooperation: School-University Responsibility for the Professional Laboratory.

Keppel, Francis, and Paul Perry. "School and University: Partners in Progress," Phi Delta Kappan, 42:174-80; January 1961.

The Master of Arts in Teaching, the Twenty-Nine College Plan, the Internship Plan, and the School and University Program for Research and Development are programs elicited by problem identification. Alliances between schools and scholars, present and future program relationships, financial support for full-time study by experienced teachers, coordinated study sequences, role definition, better communication, and permanent financing for research and development are among investigations at Harvard.

Love, R. U. "Toward the Improvement of Teacher Education," Illinois Schools Journal, 48:9-15; Spring 1968.

In the search for ways to improve teacher education, the author postulates that an "Educational Developments Group" might be used by the university, among other things, for maintaining close contact with the public schools.

Lowe, Alberta. "Becoming a Teacher," Childhood Education, 44:239-44; December 1967.

The author discusses four trends in teacher education, one of which is the "Role of Public Schools in Teacher Education." In this section the need for a partnership of schools, colleges, state, and federal agencies is reiterated.

Miller, Mary Louise. "How To Strengthen Student Teaching," Pennsylvania School Journal, 117:316-19; January 1969.

This is the second part of a two-part report which describes the Pennsylvania Student Teaching Project and "Guidelines, Roles and Procedures for Improving the Field Experience in Pennsylvania." The Bureau of Teacher Education plans to use this report as the basis for future program approval in the various colleges and universities of Pennsylvania. It is a commitment to close cooperation between the college or university and the cooperating school.

Purpel, D. E. "Student Teaching," Journal of Teacher Education, 18:20-23; Spring 1967.

The purpose of and resources for high-quality student teaching are discussed. The problems facing most partnerships in current student teaching programs and their possible solutions are considered briefly.

Rivlin, Harry N. "New Teachers for New Immigrants," Teachers College Record, 66:707-18; May 1965.

Issues facing schools in urban areas today are analogous to the influx of immigrants in the early 1900's. Three implications are evident: colleges and universities must decide now on their commitment to teacher education; schools, colleges, and universities must begin to plan for an active partnership; and information about teacher education must be disseminated more widely. The author proposes a new pattern where college faculties and master teachers will work closely in teacher education centers.

Ross, Marlene, comp. School-College Collaboration in Preparing School Personnel: A Guide to Selected Documents in the ERIC Collection, 1966-1968. Washington, D.C.: ERIC Clearinghouse on Teacher Education, May 1969.
ED 029 000. EDRS Price: MF-$0.65; HC-$3.29.

This is a guide to 82 documents abstracted for Research in Education (RIE) on preparing school personnel through collaborative efforts of public schools and colleges. RIE abstracts are reproduced as the annotated bibliography and summaries of the categories in which the school-college relationships fall are presented.

Schooling, H. W. "Partnership in Teacher Preparation," NEA Journal, 51:61-62; May 1962.

The author attempts to answer three basic questions: (a) How does this partnership work? (b) How effective is it? (c) How can it be improved? He refers to a study begun in 1958 by the North Central Association of Colleges and Secondary Schools. While most schools indicate a high degree of satisfaction, improvement is deemed necessary. Partnership roles must be fully understood and accepted before success can be achieved.

Schueler, Herbert. "The Hunter College Program," Strength Through Reappraisal. Sixteenth Yearbook. Washington, D.C.: American Association of Colleges for Teacher Education, 1963.

The author provides the background and framework for a plan to assist in the staffing of schools in "blighted" areas.

Shaplin, Judson T., and Arthur G. Powell. "A Comparison of Internship Programs," Journal of Teacher Education, 15:175-83; June 1964.

The authors trace the history of internships through several decades and point out the many ways of cooperation between colleges and schools. They also make several suggestions to both the universities and the schools for making the programs of student teaching and internship stronger and more meaningful to the profession.

Smith, E. Brooks. "Joint Responsibility," NEA Journal, 57:18-20; May 1968.

In calling for wholehearted collaboration between the colleges and the schools, the author discusses the promise of: (a) realistic but theoretically based teacher education of a continuing nature, and (b) means for studying teaching and curricular innovation.

---. "Needed: A New Order in Student Teaching That Brings Joint Responsibility for Professional Development." Detroit: Wayne State University, October 1968. Mimeographed.
ED 023 624. EDRS Price: MF-$0.65; HC-$3.29.

The writer outlines a new dimension in cooperative efforts: the Cooperative Clinical Teaching Center. This new structure would be supported and developed by staffs of contributing colleges and schools. It would focus on facilitating teacher preparation, instructional improvement, curriculum development and research. An outline of the possible center is included.

Southworth, Horton. "Needed: A Revolution in Teacher Education," Pennsylvania School Journal, 117:6-8+; September 1968.

The writer explores the radical shifts that are necessary for basic change in teacher education. Considerable attention is given to school-college partnerships and cooperation for improved teacher education.

---. "Teacher Education for the Middle School: A Framework," Theory into Practice, 7:123-28; June 1968.

The author calls for a new teacher education coalition of schools, colleges, teacher organizations and agencies to meet the needs of the middle school program. A clinical setting for teacher education plus a new mode of staff development could result from exploration of the cooperative plans.

Wiles, Kimball. "The Teacher Education We Need," Theory into Practice, 6:260-65; December 1967.

The author reviews the roles of the college in the preparation of teachers and delineates competencies sought, the inquiry approach, the professional sequence, the internship, and the partnership between the university and public school personnel.

Woodruff, Asahel D. Student Teaching Today. AACTE Study Series, No. 5. Washington, D.C.: American Association of Colleges for Teacher Education, 1960.

Current literature and practices in student teaching and ways of improving the quality of the programs are reviewed.

II. SCHOOL-COLLEGE COOPERATION IN ADMINISTERING PROGRAMS.

American Association of Colleges for Teacher Education. "The Inter-Institutional Program Development Project: A Compendium of Twenty-five Program Reports," Project Report Five, NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: the Association, December 1968.
ED 030 596. EDRS Price: MF-$0.65; HC-$3.29.

In addition to an overview of the project there are in this report brief descriptions of the 25 interuniversity and school-university programs. While the theme is education for disadvantaged youth, the project identifies may of the problems and barriers that arise in interinstitutional effort.

Bixler, James E. "Sausalito Teacher Education Project: STEP. A San Francisco State College-Sausalito School District Cooperative Attempt To Change Teacher Education." San Francisco: San Francisco State College, 1967.
ED 023 633. EDRS Price: MF-$0.65; HC-$3.29.

This paper is extracted from an earlier report of the STEP program and is intended as an overall description of the cooperative effort of San Francisco State College and the Sausalito Schools to establish the off campus teacher education center. Objectives, administration, curriculum, evaluation, communications, and project funding are discussed.

Bosley, Howard E., ed. An Experiment in Change. Vol. I, Teacher Education in Transition. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, May 1969.
ED 033 883. EDRS Price: MF-$0.65; HC-$13.16.

This volume, as well as Volume II, is an outgrowth of the Milti-State Teacher Education Project (M-STEP), a 3-year program to strengthen the capacity of state departments of education in fostering relations of local education agencies and teacher education institutions. Part I describes the basic state programs.

---. Emerging Roles and Responsibilities. Vol. II, Teacher Education in Transition. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, July 1969.
ED 033 884. EDRS Price: MF-$0.65; HC-$13.16.

Materials collected in this volume relate to M-STEP (see Vol. I). Part I includes some items on new directions in cooperation for education agencies and Part II has several items on new partnerships in teacher education: the teacher education center, systems of planned innovation, and others.

Clarke, C. M., ed. Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

Identification and examination of program trends pervade the organization and content of the numerous writings. Administrative problems, the partnership concept, role perception, the internship construct, team teaching, laboratory practices, and off-campus programs are among the pivotal ideas bearing upon the relationship between schools and teacher education.

Dunn, Rita S. "Director's Report of School-University Graduate Teacher Training Center for the Disadvantaged, July 1, 1969 to July 21, 1970." Brooklyn: Long Island University, Graduate School of Education, June 1970. Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

This is a report of the operation and assessment of a graduate program for "mid-career" adults developed entirely in an off-campus setting. Interaction of school and college personnel is stressed in this sequence that replaced the theoretical background for methods with field work. The model is now available for interested parties in the form of reports and slides.

Engbretson, William B. "Curricular Relevance in Teacher Education," Stress and Campus Response: Current Issues in Higher Education. Washington, D.C.: American Association for Higher Education, 1968.
ED 029 002. Not available from EDRS.

The writer cites exemplars of productive teacher education experiments that have been produced by cooperation with field situations. He notes that relevant inservice education includes school-college cooperation.

Graham, Richard. "The Teacher Corps: One Place To Begin." Bulletin of the National Association of Secondary School Principals, 52:49-60; October 1968.

The author reviews the two-year-old program sponsored by universities and local school systems across the nation. Presented are the rationale, the costs and how shared, the degree granted, and an analysis of what has occurred since the inception of the Teacher Corps.

Kanawha County Schools. "Kanawha County Student Teaching Center: Multi-Institutional." Charleston, W. Wa.: Kanawha County Schools, 1969.
ED 030 626. EDRS Price: MF-$0.65; HC-$3.29.

The student teaching center described is a cooperative program involving the Kanawha County Schools, six colleges, and the state department of education. The background of this center, the functions, its composition, and guidelines are summarized. Particular innovative practices and projections for the future are included in the report.

Kelly, James, Jr. "The Four States Project: California, Colorado, Oregon, Wisconsin." Special Report. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, December 1968.
ED 027 272. EDRS Price: MF-$0.65; HC-$6.58.

The document reports a feasibility study of state efforts in determining ways for better use of resources in training teachers of disadvantaged. The Oregon and Wisconsin reports in particular are related to collaborative efforts of school and university personnel in developing patterns for more effective programs.

Multi-State Teacher Education Project. Guidelines for Student Teaching: An Experimental Handbook. Baltimore: Multi-State Teacher Education Project, Maryland State Department of Education, 1969.
ED 039 192. EDRS Price: MF-$0.65; HC-$3.29.

The document reviews a number of facets of cooperative efforts in developing student teaching situations. Guidelines are provided for: interrelationships of schools, colleges and state departments; selection and supervision of candidates; development of roles within the cooperatively planned arrangements; and criteria in selecting personnel.

Rivlin, Harry N. "The Urban Education Programs at Fordham University's School of Education." New York: Fordham University, School of Education, November 1968.
ED 025 481. EDRS Price: MF-$0.65; HC-$3.29.

The preparation programs for school personnel to work in urban areas is based heavily on cooperation between the college, the public schools, the community, and other university departments. The paper provides a description of program features, collaborative aspects, and the changes being sustained by the people involved.

Schalock, H. Del. A Guide to a Competency Based, Field Centered Systems Approach to Elementary Teacher Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969.
ED 035 603. EDRS Price: MF-$0.65; HC-$3.29.

The ComField Model of the Northwest Regional Educational Laboratory is identified in this paper, however, the author notes that the adopting college and school system should be partners in selecting the competencies and behaviors to be developed. The model itself can be adapted to different programs and situations and represents a framework for school-college collaboration.

Smith, E. Brooks, and others. Cooperative Structures in School-College Relationships for Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1965.
ED 014 485. EDRS Price: MF-$0.65; HC-$3.29.

The report is devoted to descriptions of administrative structures of cooperative ventures established in 1964-65 and of models for cooperative structures. In addition to pointing out trends, the writers identify the characteristics and practices of cooperative relationships. Models of cooperative structures are described and illustrated for teaching centers, affiliated schools, resource demonstration centers, cooperation in preservice and inservice education, and student teaching councils.

---. "Toward Real Teaching: A Team Internship Proposal," Journal of Teacher Education, 19:1-16; Spring 1968.

The authors explore facets in the development of the Detroit Public Schools-Wayne State University Elementary Team Internship Pilot Program for prospective teachers who had experienced at least part of their student teaching program. All phases of the program are discussed and the implications and responsibilities for the cooperating institutions are noted.

---, eds. Partnership in Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education and Association for Student Teaching, 1968.

The editors offer a report of the 1966 AST Summer Workshop-Symposium on "School-College Partnerships in Teacher Education," related material not given at the workshop, and a followup of programs and ventures in school-college work. Topics explored are: trends in collaboration, analyses of partnerships, issues and problems in collaboration, regulatory developments in collaboration, foundations for partnerships, and various innovations that have an impact on these endeavors. Descriptions of cooperative arrangements are included.

Smith, Emmitt D., and Fred J. Cunningham. "Administrative Relationships Between Teacher Education Institutions and Cooperating Public Schools." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

Programs reflect movement toward joint responsibility between schools and teacher education institutions. Good human relationships, contractual

responsibility and joint acceptance of procedures are sought. Anticipated trends include cooperative study of laboratory procedures, preparation of supervising teachers, cooperative use of personnel, and innovative financial provisions.

School University Teacher Education Center Staff. "School University Teacher Education Center," National Elementary Principal, 46:61-13; February 1967.

Outlines are the organization, development and function of a truly cooperative venture in teacher education. Descriptions of university and public school objectives are described along with prelinimary results of the program.

Talmage, Harriet, and George Monroe. "The Teacher As a Teacher Educator," Educational Leadership, 27:609-13; March 1970.

The authors explain how the Cooperative Program in Urban Education (CPUTE at University of Illinois, Chicago Circle develops a plan that maximizes input from college, schools, and community. The allied theme of a self-regenertive system in teacher education program is explored.

Thomas, James, and Joseph Flaherty. "Pilot Center for Student Teaching; Questions and Answers." Charleston: M-STEP, West Virginia State Department of Education, March 1969.

This report contains questions and answers regarding the establishment, operation and impact of the Multi-Institution Pilot Center for Student Teaching. Included are notations on the organization, the funding, and the operation of cooperation teacher education centers. Also comments are made on roles, assessments, and new responsibilities in this West Virginia program.

U.S. Office of Education. "Creative Developments in the Training of Educational Personnel." Washington, D.C.: Department of Health, Education and Welfare, Office of Education, Bureau of Educational Personnel Development, 1969.
ED 033 911. EDRS Price: MF-$0.65; HC-$3.29.

This collection of program descriptions is intended as a reference source on a variety of alternative approaches to the training of various educational personnel. Projects on basic studies, specialized training programs, and specific training in technique are described. Collaborating agencies, funding, and technical aspects are portrayed.

Ward, William T., and Joy Hills Gubser. "Developing the Teaching Internship Concept in Oregon," Journal of Teacher Education, 15:252-61; September 1964.

The teaching internship concept in Oregon provides opportunity for the kind of clinical experience which is planned cooperatively in terms of a responsibility, sharing agreement between the public schools and the teacher-preparing institutions. The teaching internship is looked upon as a form of clinical experience which holds promise of being more effective than other procedures in developing the high-level skills required of teachers.

Westfall, Byron L. "Student Teaching Programs in Certain School Systems of the North Central Association Area," North Central Association Quarterly, 37:237-45; Winter 1963.

The writer presents information on the many ways in which off-campus centers are used. Among the promising practices noted are cooperative efforts in the selection of cooperating teachers and in the provision of mutually beneficial services.

Wulk, Jerry E., and Ralph M. Miller. "A New Approach at U.C.L.A.: Secondary Teaching Internships," Journal of Teacher Education, 16:300-02; September 1965.

Described is a new preservice summer program conducted at the University of California, Los Angeles (UCLA) for secondary teachers. The article presents some useful departures from the conventional training program that require considerable cooperation with participating public schools.

III. SCHOOL-COLLEGE COOPERATION IN SERVICING PROGRAMS: SUPERVISING, ANALYZING AND ASSESSING

Amershek, Kathleen, and Chandler Barbour. Innovative Ideas in Student Teaching. Washington, D.C.: National Education Association, National Commission on Teacher Education and Professional Standards (in cooperation with Maryland State Department of Education), October 1968.
ED 025 488. EDRS Price: MF-$0.65; HC-$3.29.

Twenty-eight student teaching programs are identified and summarized by the writers as possessing innovative attributes. The cooperative school-college feature is identified in a number of the programs.

Boyer, Ernest E., and others. "The Santa Barbara Coordinated Education Project," Education Digest, 31:4-7; October 1965.

A joint venture supported by a Ford Foundation grant is described. It involves the University of California, 27 school districts, and educational units in Santa Barbara County working to improve cooperative educational programs. The objective is to establish one unified professional community to utilize collective educational resources in one West Coast region. This "center" is studying the work of ten separate projects classified under three major headings: curriculum continuity, teacher education, and instructional organization.

Brown, William, and others. "Los Angeles City Schools--Partner in Teacher Education," Journal of Teacher Education, 12:60-65; March 1961.

Ten phases of cooperation between the Los Angeles City Schools and universities and colleges are cited. Long-range recruitment goals and cooperative effort permeate program descriptions and evaluations.

Christenbury, E. S. "Adjustment Requirements of an Off-Campus Student Teaching Program in a State University." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

The transition from a conventional program to a quarterly off-campus centers program at the University of Tennessee involves strategies of adjustment. Personnel selection, medical service and provisions, housing arrangements, credit allocations, and the preparation of cooperating teachers are among the topics treated.

Collins, James F. "Identifying New and Emergining Patterns of School-University Partnerships in Teacher Education and Their Implications for Research." Paper presented at American Educational Research Association annual meeting, March 1970, Minneapolis.
ED 042 692. EDRS Price: MF-$0.65; HC-$3.29.

The author discusses new types of cooperative programs that promote more potent teacher education programs when differences are resolved between the school and the college. Brief descriptions of new program, including teacher education centers and implications for research in school-college ventures conclude the paper.

Crockett, Walter, and others. "Report on TTT Site Visits Conducted in November and December 1969." Washington, D.C.: Department of Health, Education and Welfare, Office of Education [n.d.]. Mimeographed.
ED 043 597. Not available from EDRS.

This is a modern assessment of the TTT projects designed to bring schools of education together with liberal arts personnel, public school personnel, and community representatives in designing new systems for training educational personnel. The authors note they found broadened attitudes toward the educational process and a change toward increased interaction with individuals from other sectors. The significant defect noted is the problem of establishing parity.

Darland, D. D. "Needed: New Models for Learning To Teach," Journal of Teacher Education, 18:4; Spring 1967.

The need for experimentation and research in various types of cooperative teacher education programs is stressed.

Devaney, Kathleen. "U. C. and the Public Schools." Berkeley: University of California, Office of University Relations, 1967.
ED 024 704. EDRS Price: MF-$0.65; HC-$3.29.

The booklet contains brief descriptions of educational experiments being conducted by researchers on various U. C. campuses and nearby schools. The items of college-school cooperation, laboratory schools, and educational innovation relate to the topic of cooperative teacher education.

Dodl, Norman R. A Guide to a Model for the Preparation of Elementary School Teachers [Florida State University]. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1969.
ED 035 601. EDRS Price: MF-$0.65; HC-$3.29.

While the Florida State Model deals primarily with individualized programs for students of teaching, intracollege collaboration, program modification as a result of monitored progress, and differentiated staffing there is an important element of university and school system cooperation indicated. The "portal school" is conceived as a meeting ground for the school and the university to assess their programs in light of the progress that neophytes are making.

Etten, J. F. "Expanding the School Plan for Teacher Education Facilities," Education, 88:238-40; Fall 1968.

This article contains a brief exploration of the rationale behind the expansion of the public school plant to handle more adequately the teacher education program in a "real" setting.

Heming, Hilton P. "Progress Through Cooperative Action," Journal of Teacher Education, 12:101-03; March 1961.

Education beyond the college campus is explored in relation to inservice training, research, evaluation of existing programs, extension courses, summer sessions, workshops, and conferences. The college-school cooperative council at a regional level is described as a promising proposal with implications for finance and program improvement.

Nerbovig, Marcella, and others. "Exploring the Future: 'If I Had My Way': A Symposium," Journal of Teacher Education, 13:437-41; December 1962.

A college professor, an elementary school principal, and two elementary school teachers offer suggestions from three points of view for improving cooperative teacher education programs. This symposium was originally presented in 1961 as part of a meeting of representatives of Northern Illinois University and its cooperating schools.

Salsbury, Robert E., Jr. "A Study of the Feasibility of the Washington State University-Bellevue Public Schools Career Teacher Project." Unpublished Doctor's dessertation, Washington State University, 1969.
ED 040 138. EDRS Price: MF-$0.65; HC-$9.87.

The author presents an assessment of the pilot project at Bellevue that was aimed at determining the feasibility of a new model for program developments in teacher preparation and certification. The dimension of joint planning between university and school officials is basic in most of the ten elements of the project.

Stinnett, T. M. "Cooperative TEPS Conferences in Retrospect," Phi Delta Kappan, 42:61-66; November 1960.

Conferences begin with criticism of monolithic character and control of teacher education and end by being appalled at diversity and demanding uniformity. Drastic diminution of snob appeal of upper grade and college people to elementary and lower grades is discussed. There is a critical examination of subject or content offerings in teacher education.

Schroeder, Raymond M. "A Laboratory Approach to Teacher Education," Education, 81:476-77; April 1961.

A laboratory approach to teacher education, instituted at the University of South Dakota, features cooperative use of materials. College personnel provide leadership and methods courses.

Wronski, Stanley P., and Richard Newton. "Improving Teacher Education: A Triple T Approach," Social Education, 34:311-15; March 1970.

The authors discuss the new agency, the "School Clinic," established at Michigan State University's TTT Project that allows scholars, school personnel, and community representatives to pool their efforts in creating new programs for the training of all parties involved in teacher training.

Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences. "Grant Proposal for Continuation of Federal Support of Selected Components of the Project Beacon Training Program, September 1968-August 1969." New York: the School, 1968. ED 025 474. EDRS Price: MF-$0.65; HC-$3.29.

This is a proposal for a continuation of support for the sixth year of Project Beacon, an experimental demonstration program designed to develop new approaches in urban teacher education. The program involves cooperation of the university with state, city schools, and community agencies. In addition to field experiences there is emphasis on sensitivity training and behavioral objectives. Use of clinical professors and community consultants are unique features of the program.

IV. FEATURES WITHIN SCHOOL-COLLEGE RELATIONSHIPS THAT CONTRIBUTE TO COOPERATIVE ENDEAVORS

A. Team Arrangements

Concordia Teachers College. "A Program of Orientation and Inservice Education of Cooperating Teachers." River Forest, Ill.: the College, 1969.

The document describes a cooperative program designed to strengthen relations between the college and the off-campus teaching centers. Of particular interest are the ideas of college assistance with staffing needs in the centers and the leave of absence program enabling cooperating personnel to join the college for periods of time.

Fall, Charles, and John Wilson. "The Maryvale Project: Using Clinical Teams To Improve Teacher Education." Buffalo: State University of New York at Buffalo, School of Education [n.d.].
ED 028 142. EDRS Price: MF-$0.65; HC-$3.29.

The authors report an intensive 1-year graduate program for teacher certification that is developed cooperatively by the school district and the university and serviced by a "clinical team." The team of a college coordinator, a public school coordinator, a university instructor assistant, and others when their competencies are needed, direct the learning activities. The routine and the background for the project is given.

Jenkins, O. "Team Teaching and the Intern," Ohio Schools, 44:17; January 1966.

The team teaching approach is being used not only to strengthen the instructional program of students, but also to enrich the internship experiences of the system's student teachers. Some of the advantages of the program are: (a) Planning is comprehensive. (b) Enthusiasm of the team teachers is contagious. (c) The use of media is more effective in a team. (d) Growth comes through exposure to the many ideas of the team. (e) Interns criticize one another. (f) There is cooperative administration, evaluation, scheduling, and research.

Languis, Marlin, Lorren Stull, and James Kerber. "Teaming: Innovation in Teacher Education," Educational Leadership, 26:806-10; May 1969.

The authors discuss the development and implementation of the Middle Elementary Teaching Team (METT) program which is a cooperative arrangement between Ohio State University and Columbus schools for increasing expertise of beginning and inservice teachers. The keynote is teamwork for the university and school personnel working as a clinical teacher education team in assuming responsibility for directing on-campus and off-campus experiences.

Lindsey, Margaret. "Teaching Team: Student Teacher and Supervising Teacher," Teachers College Journal, 38:41-45; November 1966.

It might be said that a team, the student teacher, and the supervising teacher is made up of individuals who, having joined together because they perceive common and valued goals, supplement and complement each other as they work cooperatively toward their mutually agreed upon goals.

Milanovich, Anthony. "Wanted: More Good Supervising Teachers," Elementary School Journal, 67:22-27; October 1966.

The author lists what he believes to be some of the major criticisms of supervising teachers, suggests criteria for the selection of competent supervising teachers, and makes some recommendations. He stresses and develops the team approach for improving the work of the supervising teacher.

Pennsylvania Advancement School. "The Pennsylvania Advancement School: A Brief Description of Staff Development and Teacher Education Programs." Philadelphia: the School, April 1969.
ED 033 901. EDRS Price: MF-$0.65; HC-$3.29.

The school program is to stimulate positive change in the education community. This organization made up of 54 professionals has become a demonstration center, a policy information center, a consulting agency, and a base for cooperation with several universities in training interns and other undergraduates.

William March Rice University. "Cooperative Program for the Preparation of Secondary School Teachers." Houston: the University [n.d.]. Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

The program developers record how the apprenticeship and internship plans at the university provide for university faculty, public school faculty and administrators, and teacher candidates to be involved in planning each candidate's program. Significant responsibilities of the program that are shared with schools are: recommendation for early parts of the program, help in selection and assignment of internship experiences, guides for internship, and recommendation for certification.

Vodick, Edward M. "An Exercise in Teamwork," Texas Outlook, 46:25; March 1962.

Emphasis is toward the use of cooperative planning and teaching by the supervising teacher and student teacher. This team approach enhances the observation and study of child behavior. It also provides more effective and better individualized instruction.

B. Internship

Association for Student Teaching. Internships in Teacher Education. Forty-seventh Yearbook. Washington, D.C.: the Association, 1968.

The volume has a comprehensive treatment of the internship concept in teacher education. The 11 chapters in Part I deal with the structure and strategies of internships. Part II reports the results of a survey on internships and summaries of 13 representative programs. An extensive annotated bibliography on internships in teacher education is appended.

Boodish, Hyman M. "ITPCG: A New Approach to Teacher Training," Social Studies, 55:24-27; January 1964.

The Intern Teaching Program for College Graduates (ITPCG) is described. This is a Temple University teacher education program which prepares college graduates for teaching in secondary schools.

Boyan, Norman J. "The Intern Team a Vehicle for Teacher Education," Journal of Teacher Education, 16:17-24; March 1965.

Suggestions are made for upgrading the internship as a feature of teacher education together with better utilization of the staff. The preinternship summer would focus on the "critical" tripartite relationship of the university faculty, the student, and the field center. A post internship summer workshop would provide more insights into the relationships and functions of the intern team.

Dean, Leland. "Elementary Intern Program: Another Way of Learning To Teach." Final Report to the Ford Foundation. East Lansing: Michigan State University [n.d.].
Local collection of the ERIC Clearinghouse on Teacher Education.

The author summarizes a 7-year program of the College of Education at Michigan State University with an experimental internship program for elementary education majors. It is suggested that the EIP provides a valuable link between public schools and the university creating a unique opportunity for communication among educators at all levels. Program characteristics, special features, evaluation, and recommendations are included in summary form.

Dyer, Prudence. "Teacher Internship Programs in NCA Institutions," North Central Association Quarterly, 43:229-33; Fall 1968.

The findings of a study of cooperative internship programs between NCA universities and school systems are presented. Conclusions, based on data and questions posed about perceived problems, are that internship programs will increase in number and that the Commission on Secondary Schools should develop guidelines for the various aspects of this student teaching plan.

Fitzpatrick, William J. "Battle over Student Teaching," School and Society, 88:50-51; January 1960.

The author raises questions about student teaching in the areas of certification, finance, and standards. He urges the profession to regulate its internship programs and establish uniform standards.

Fowlkes, John Guy, and Dean W. O'Brien. "The Teacher Internship--University of Wisconsin," High School Journal, 47:132-37; December 1963.

The background and operation of the internship program at the University of Wisconsin are described in relation to the Wisconsin Improvement Program. A statewide partnership between the state department of public instruction, state and private colleges, the school of education at the university, and local systems exists to implement this program.

Gardner, Harrison, and Marvin A. Henry. "Designing Effective Internships in Teacher Education," Journal of Teacher Education, 19:177-86; Summer 1968.

A case is made for the development of a unifying theory of internship. In citing the issues and concerns attendant to this, the authors discuss the promises and problems of field experiences along with the various elements that are associated with internship programs.

Haberman, Martin. "The Teaching Behavior of Successful Interns," Journal of Teacher Education, 16:215-20; June 1965.

Behaviors of successful interns and implications for teacher education programs are observed.

Henry, Marvin A. "The Intern Idea in Teacher Preparation," Contemporary Education, 40:33-38; October 1968.

Only 1 percent of current student teachers are in internship programs according to Marvin A. Henry; yet, he says, this concept of teacher education is the first attempt to improve teacher preparation since the inception of student teaching. He builds a rationale for the internship idea, gives its objectives, describes it, and predicts its future direction.

Keegan, Frank L. "An International (Mexican) Version of the Academic Administrative Internship Program." Educational Record, 49:332-38; Summer 1968.

A program which attempts to provide better university leadership in Latin American is described. The first year of the Mexican Academic Administration Internship Program (AAIP) has been completed. Mexican interns audited pertinent courses at the University of California's Berkeley campus and visited other universities, junior colleges, high schools, and technical institutions.

Moss, R. H. "Redefining the Internship," Journal of Teacher Education, 18:399-402; Winter 1967.

The various strengths of the intern program as it has been implemented at Colorado State College are explored. In so doing, Moss traces the cooperative effort between the Greeley School District and the College which led to the evaluation of the program.

Payne, Chester J. "Student Teachers Learn All Phases of Education," Wisconsin Journal of Education, 96:21; September 1963.

A public school administrator describes his involvement with the University of Wisconsin in a student teaching program designed for superior student teachers.

Perlman, Ruth. "The Field Workshop in Teacher Education," Journal of Teacher Education, 12:91-95; March 1961.

A field workshop program instituted in New York with a predominantly Puerto Rican populace is described. Close alliance of schools and college and the design of specialized experiences are favored.

Shawver, David. "Professional Education or Apprenticeship," Record, 70:127-31; November 1968.

Stress is placed on the value of a functional internship program carried on in cooperation between the university and the school system. Shawver thinks that students must be educated broadly in educational philosophy and aims, in a sound psychological background, and in specific teaching skills. He states that the professional, cooperative internship program cannot be equated and should not be equated with the apprenticeship concept that Dewey cautioned against.

Sleeper, William R. "The Internship." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

A listing of characteristics of internships identifies the alternation of theory and practice. This basis, purposes, and characteristics of the Central Michigan project are summarized.

Turner, George C. "The Intern-Master's Degree Program: A New Approach for Both Teachers and Students," Science Teacher, 35:57-58; November 1968.

A cooperative program of teacher education is developed at California State College at Fullerton in conjunction with nearby large school districts to meet the needs of students who must take a fifth year to meet state requirements, but are financially unable to do so. The program has been in operation for two semesters and is in the process of been evaluated.port whi

White, Kenneth E. A Plan for Student Interns in Teaching Positions," American School Board Journal, 146:9-10; April 1963.

The cooperative effort of Central Michigan University and surrounding school districts is described. The benefits derived as a result of this venture are discussed.

Whitelaw, John B. "Teacher Preparation; Five Targets for the Next Ten Years," School Life, 46:11-13; January 1964.

The variety of fifth-year programs of teacher education since World War II is used as the basis for recommending five practical goals which should be central to our efforts to improve the preparation of elementary and secondary school teachers. The goals call for united action.

C. Supervisory Aspects

Allen, Arthur T., and Dorothy Seaberg. "The Principal's Role in Supervising Pre-Service Teachers," National Elementary Principal, 45:12-16; January 1966.

Of the triumvirate--college supervisor, supervising teacher, and school principal--the principal is potentially the most efficacious member of the

teacher education team. The chief jobs of the elementary school principal described by the writer may be summarized under these major categories: (a) orientation of the student teacher to the local school, (b) facilitation of the student teaching process, and (c) liaison for the local school.

Bennie, William A. "Campus Supervision of Student Teaching--A Closer Look," Teachers College Journal, 36:131-33; December 1964.

The author concludes from the response of the first-year teachers that they receive considerable help from all supervisory sources with slightly more help from the campus supervisor than from the classroom cooperating teacher. Supervision from the campus makes its greatest contribution in planning aspects of teaching and in personal adjustments of student teachers.

Caskey, Shelia R. "Supervision of Student Teachers--A Challenge," School and Community, 52:7-9; May 1966.

The supervisor must work with various individuals, each with a multiplicity of unique characteristics. The supervisor must use his skills in producing a teacher, who within certain limitations, represents the best possible product.

Clarkson, D. M. "School College Relationships," Arithmetic Teacher, 15:447-49; May 1968.

Some benefits which could accrue through a school-college relationship in the training of arithmetic teachers are discussed.

Elkins, Deborah, and Thelma Hickerson. "Field Seminars for Student Teachers," Educational Leadership, 24:247-50; December 1966.

The public school program described in this article includes a seminar for student teachers which is designed to deal with the more general educational problems that cross all subject matter lines. The seminar is part of a planned total program conducted by the school administrator in charge of student teachers as well as by a member of the college staff. These weekly sessions are carefully planned and evaluated by students and the school-college team.

Ezer, Melvin, and Ronald Lambert. "The Residency in Supervision: A Unique Role for Laboratory Schools," Peabody Journal of Education, 44:155-59; November 1966.

The authors describe a laboratory school for the teacher education faculty. They recommend a year of residency in the laboratory schools which would develop better trained and more effective cooperating teachers for partnership with the student teachers in teaching. The following studies are recommended: group dynamics, group counseling, tests and measurement, educational foundations and supervising skills, elementary school curriculum, and supervision of student teachers.

Hazard, William R., and others. The Clinical Professorship in Teacher Education. Evanston: Ill.: Northwestern University Press, 1967.

This report presents the papers and proceedings of a conference addressed to the ideas of the clinical professorship. Functions are responsibilities, role dilemmas, institutional stresses, and historical evolution of the clinical professorship are the paper topics particularly germane, however, all papers are related to collaborative ventures.

Leonard, Leo D. "Student Internship: Some Added Dimensions," Team Teaching, 3:1-4; April 1969.

The author calls for a more intensive school-college relationship with a resident university director in cooperating schools to supervise interns and conduct inservice training pgrograms.

McCuskey, Dorothy. "Critical Commentary." Teacher Education and the Public Schools. Fortieth Yearbook. Washington, D.C.: Association for Student Teaching, 1961.

The advantages of team teaching, several types of internship, and innovative research proposals are related to future considerations. Learning, a theory of knowledge, a theory of skills of preservice supervision, and research with promising practices are characterized as sources of research-tested principles.

Meal, C. D., and others. "Reasons for College Supervision of the Student Teaching Program," Journal of Teacher Education, 18:24-27; Spring 1967.

This article attempts to explain why the university should provide personnel to supervise student teachers assigned to the cooperating public schools. The various roles of the college supervisor are listed and discussed.

Moskowitz, Gerald. "Toward Human Relations in Supervision," Bulletin of the National Association of Secondary School Principals, 50:98-114; December 1966.

Differences in personality or varying viewpoints between student teachers and their supervising teachers often lead to unprofitable learning experiences. The research presented here examines a technique--Flanders' System of Interaction Analysis--which can influence these relationships.

Smith, Herbert F. A. "Depth Dimension in Student Teaching Supervision," Peabody Journal of Education, 38:18-20; July 1960.

The author attempts to differentiate roles of supervising teacher and college supervisor in a cooperative approach.

Wolf, H. F. "Tips for Cooperating Teachers," Peabody Journal of Education, 44:171-76; November 1966.

The writer feels that every prospective cooperating teacher should be required

to take a special class which has as its goal a delineation of the role of the cooperating teacher in the student teaching program. Many practical suggestions evolve from such a class when cooperating teachers meet as a group and discuss common problems.

D. Specialized and Differentiated Arrangements

American Association of Colleges for Teacher Education. "Job Corps: A Resource for Teacher Education." Washington, D.C.: the Association, 1969.
ED 037 424. EDRS Price: MF-$0.65; HC-Not available.

This is a report on the first year of the AACTE-Job Corps Student Teaching project which involves cooperation on the part of colleges, Job Corps Centers, and public schools. A unique characterisitc is the use of a non-public school setting, i.e., the Job Corps Center, as part of regular student teaching experience.

Bolen, John E., and Newell C. Kephar. "A Schema for the Coordinated Education of Elementary School Teachers," Journal of Learning Disabilities, 3:25-29; February 1970.

The authors suggest a reorganized curriculum of teacher education to include elements from fields of specialization in education. A second proposal is for cooperatively developed field experiences in the specialized areas to be integrated with regular course work.

Delp, Harold A. "An Internship Method for Training Special Class Teachers," Exceptional Children, 35:161-62; October 1968.

This program, instituted by Temple University in Philadelphia in 1954, trains liberal arts graduates in secondary education. In 1960, it was extended to include special education. The University and the Pennsylvania State Department of Public Instruction work cooperatively in this program.

Getzels, J. W. "Education for the Inner City: A Practical Proposal by an Impractical Theorist," School Review, 75:283-99; Autumn 1967.

The writer suggests a framework and coordinated preparation for personnel to work cooperatively in urban schools. Another recommendation is the establishment of a demonstration and induction school where personnel may be prepared and where school-college communication, exchanges, and collaboration can be explored.

Kuhn, Wolfgang. "An Experimental Program for Training Secondary Teachers," Music Educators Journal, 49:57-58; February-March 1963.

A 5-year program in music education is described. Consideration is given to the selection and cooperative placement of students in the internship phase of this program.

Logan, Noah. "The Maysville Project: A Bridge to Better Education." Morehead, Ky.: Morehead State University [n.d.]. Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

The cooperative 5-year pilot program is designed to prepare teaching personnel who will: (a) work in public school experimental classrooms, and (b) work with the university in guiding new students in education. Instruction by the joint appointees who are prepared by the project will take place on campus and in the community.

McIntosh, Robert G. "An Approach to the Analysis of Clinical Settings for Teacher Education." Address presented at the Association for Student Teaching annual meeting, 1968, Chicago. Mimeographed.
ED 028 979. EDRS Price: MF-$0.65; HC-Not available.

The writer discusses the organizational specifications for analyzing clinical settings in education and presents a design for a "clinical school," the organizational analogue in education to the teaching hospital in medicine, which would extend beyond present lab schools in providing training for personnel and research activities.

Noda, Daniel S. "Beginning Teacher Development in Hawaii." Bulletin of the National Association of Secondary School Principals, 52:62-67; October 1968.

In 1966 the state department of education and the University of Hawaii jointly implemented a program of internship for the fifth year of the education student. He is hired as a regular teacher, but is still connected to the university for further professional education. The purpose of the program is to bridge the gap between the academic setting of the university and the realistic and demanding setting of the classroom.

Pearl, Arthur, and Sylvia Belton. "The Bethel Project." Project Report Three. NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth. Washington, D.C.: American Association of Colleges for Teacher Education, August 1968.

This is a report of a demonstration program at Eugene, Oregon, which promoted opportunities for economically disadvantaged youth to gain teacher education preparation. School-college planning and cooperation developed as the on-the-job training, aide program, and public school consultantships were designed.

Rezmierski, Virginia. "An Approach to the Training of Education Students Within a Clinical Setting," Exceptional Children, 36:597-600; April 1970.

he writer discusses a newly designed training program for special education student teachers in a clinical setting. In order to synthesize theory and practice the educational supervising personnel of the University of Michigan's Children's Psychiatric Hospital worked with the school principal and the community liaison teacher in setting up differentiated experiences as modules of experience for the trainees.

Shepherd College, Region II Curriculum Improvement Center. "New Careers in Education Handbook. New Careers in Region II, West Virginia." Shepherdstown, W. Va.: the Center, 1969.
ED 032 239. EDRS Price: MF-$0.65; HC-$6.58.

The handbook describes several teacher training programs, however the program on developing new careers through a career ladder model involves a college and public school relationship. The program of how a teacher aide may become a fully certified teacher is drawn out with program description and requirements.

University of Maryland, College of Education. "The Teacher Education Center: A Unifying Approach to Teacher Education." College Park: the College [n.d.]. Mimeographed.
ED 028 978. EDRS Price: MF-$0.65; HC-$3.29.

The document describes the teacher education center program, a cooperative program between the university and several public school systems in Maryland and the District of Columbia. Significant aspects are: the blending of inservice and preservice education for the study of teaching, the redefinition of roles within the center, and the joint sovereignty of the schools and the university.

University of New Mexico, College of Education. "The New Elementary Teacher Education Program at the University of New Mexico." Albuquerque: the College, November 1967.
ED 031 427. EDRS Price: MF-$0.65; HC-$3.29.

The paper describes a program which unites preservice and inservice education in a continuous way. Classroom practice in satellite schools is combined with instructional theory. Resident clinical supervisors are in the public schools to coordinate the undergraduate program and develop inservice work for the school. Other key cooperative efforts are the utilizations of teaching-supervising teams and the teacher exchange program.

University of North Dakota. "A Description of the New School." Grand Forks: the University, 1969.
ED 033 907. EDRS Price: MF-$0.65; HC-$3.29.

The New School for Behavioral Studies in Education is establishing a cooperative working relationship with participating school districts through a teacher exchange program. In this endeavor less-than-degree teachers in a master's level internship are placed in the schools to create new learning environments.

Wayne State University. "Teacher Preparation Work-Study Proposal." Detroit: Wayne State University, College of Education and Monteith College, 1969.
ED 032 286. EDRS Price: MF-$0.65; HC-$3.29.

This proposal suggests a complete restructuring of the undergraduate teacher education program into career ladder type of course whereby candidates receive

almost all their professional training within the field. The program focuses on the recruitment of inner-city high school students who can not meet financial or academic requirements of college.

Weinswig, S. Edward, and Albert Freedman. "HICUT '68: Design for Urban Teacher Training." West Harford, Conn.: University of Hartford [n.d.]. Mimeographed.
ED 024 660. EDRS Price: MF-$0.65; HC-$3.29.

In facing the challenge to urban education, the Hartford school system and the University of Hartford proposed Project HICUT (Hartford Intensive City-University Teacher Training). The project was designed to stimulate urban teacher training into ongoing cooperative responsibility. The writers report the changes sustained in teacher attitudes and behavior as a result of the project.

Wilhelms, Fred T. "Exploring New Paths in Teacher Education; Teacher Education Project," Theory into Practice, 3:16-20; February 1964.

The author describes San Francisco State College's 5-year exploratory project--the Teacher Education Project. The subsitution of one continuing, problem-centered seminar for the usual sequence of separate professional courses and the highly flexible arrangements made for student teaching experiences are unique features.

E. Other Supporting Arrangements

Davis, Thomas S. "A Developmental Approach to Student Teacher Programs," Clearing House, 41:153-55; November 1966.

The investigator suggests a developmental approach to student teacher programs which would provide a series of carefully planned levels of student teaching experiences over a period of 4 years. Under this plan, part of each academic year would be spent in actual practice in the field and would increase as the student advances to higher levels of the program. The plan would include four developmental levels: (a) orientation, (b) observation, (c) practice learning, and (d) instructional analysis.

Duval, R. G. "College Seniors Assist Teachers," Clearing House, 35:162; November 1960.

Williams College teacher-assistant plan is modeled after similar programs at Amherst and Harvard: College seniors relieve high school teachers to allow them time for more planning and more effective teaching. The program provides broad samplings of teacher experience and appears to direct students toward teaching careers.

Evjen, Myrtle. "Role of the Cooperating School," Journal of Teacher Education, 18:411-15; Winter 1967.

The author explores various facets of the responsibility of a high school committed to the improvement of the student teaching experience. In so

doing, she explores such areas as "Acceptance of State Standards," "Official Statements of School Policies," and "Continuous Evaluation of School Policies."

Hayes, Robert B. "Viewing Imperatives for Student Teaching in 1967," Teachers College Journal, 39:30-35; October 1967.

The author looks at the importance of the student teaching process, the importance of those who supervise, and the role of both the colleges and the schools. Emphasis is placed on commitment from all those involved to making the student teaching experience meaningful.

Jones, Rodney. "Off-Campus Student Teaching Programs," Journal of Teacher Education, 12:219-22; June 1961.

The methods of improving competence and gaining recognition for cooperating teachers are explored. Consultative services, inservice education, audio-visual aids, tuition exemptions, and paid-up memberships in professional organizations are featured.

Kalick, Perry M. "An Intensive School Student Teaching Program in a Disadvantaged Neighborhood." Report of a Hunter College Program. New York: Hunter College [n.d.].
ED 023 640. EDRS Price: MF-$0.65; HC-$3.29.

The cooperative program reported here is designed to give student teachers more realistic and sufficient experience in urban schools to prepare them for initial teaching assignments in disadvantaged neighborhoods. The resident supervisor role, a key in the program, is discussed.

Knight, Don A., and Jack Wayne. "The School and the University: Cooperative Roles," Elementary School Journal, 70:317-20; March 1970.

From the assessment of a course in social studies curriculum and methodology related to student teaching, the authors found that beneficial cooperative programs can be developed within the framework of existing student teaching programs with a minimum increase in cost and personnel.

Levine, Madeline. "Extending Laboratory Experiences," Journal of Teacher Education, 12:29-35; March 1961.

Experiences in the school setting are provided prior to student teaching. Principals favorably compare the performance of participants to the performance of student teachers who have not participated. Functions of the school, administrative faculty relationships, and relationships with children are cited as areas of experience that appear valuable.

Merrimack College, Department of Education. "A Program for Teaching of Special Methods." North Andover, Mass.: the Department [n.d.].
Mimeographed.
Local collection of the ERIC Clearinghouse on Teacher Education.

The secondary education majors at Merrimack College take a pre-student teaching special methods-general methods course that is team taught by professors and school personnel from the community schools. Outstanding school people are selected as visiting lecturers to work on campus with the college students in the areas of materials, methodology, and innovations characteristic of a particular teaching area.

Mette, Harvey. "Campus Schools and Student Teaching Centers," Campus School Exchange [Brooklyn: Long Island University], 41-44; Spring 1968. ED 023 641. EDRS Price: MF-$0.65; HC-$3.29.

The writer discusses the typical features of off-campus teacher education centers serviced by resident supervisors.

Rogers, John R. "A 'Different' Summer School," Journal of Teacher Education, 12:127-28; March 1961.

Student teachers with some background gain additional experiences in a summer school setting. Individualization, unit teaching, interest-centered purposeful activities, innovation, and break from routine are cited. The college administration and the local school board cooperate to produce an enrichment program for children and student teachers.

Williams, Chester S. "Professional Laboratory Experiences in Oklahoma," Journal of Teacher Education, 11:497-505; December 1960.

Oklahoma relies on concepts in Dr. Thomas D. Horn's "A High Quality Student-Teaching Program," used in the regional conferences of the National Commission on Teacher Education and Professional Standards in 1958. The program of a group of Oklahoma schools is cited.

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